

Formation of future pre-school teachers' readiness to work in the conditions of educational inclusion

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Abstract

© 2016 by iSER, International Society of Educational Research. Inclusive education becomes a social reality and needs to ensure its quality. Preschool age is a sensitive period of the process of personality's socialization and the formation of moral qualities, providing interaction and communication between people pattern, among which are: respect for "otherness", cooperation, support and mutual aid. Training preschool teachers to work in conditions of educational inclusion is an important determinant of the success in educational process in the new environment and socialization of students. Strategic direction in solving this problem is the formation of such an inclusive readiness (Khitryuk, 2013) at the stage of formation of professional thinking and professional competence of a teacher, that is, in a higher education institution. The article analyzes the results of testing of complex pedagogical conditions of the future teachers' readiness to work in the conditions of educational inclusion formation (Khitryuk, 2014; Sharifzyanova, Shtreter & Nauryzbayeva, 2015; Akhmetzyanova, 2014, Nigmatov, 2014, Nigmatullina, 2014), created at the stage of the teaching profession acquisition. The basis of the experimental work were the universities of Belarus (Baranovichi State University, Brest State University named after A.S Pushkin) and Russia (Kazan Federal University), implementing educational programs for future pre-school teachers training. The results of the pilot study confirmed the advanced hypothesis and effectiveness of pedagogical conditions in the formation of the inclusive readiness.

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Keywords

Children with special educational needs, Inclusive education, Inclusive readiness of teachers, Pedagogical conditions, The competence approach